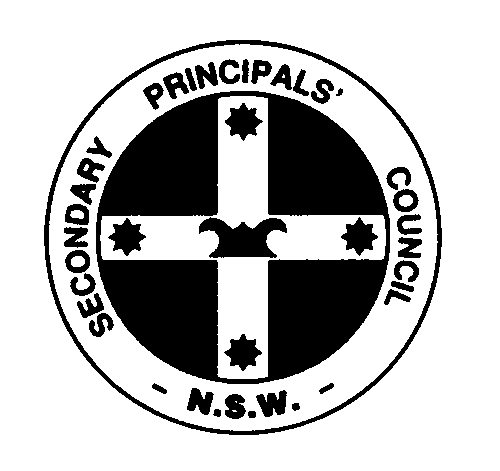
**SUPPORTING SUCCESSFUL**

**STUDENT ENGAGEMENT AND RETENTION**

**IN THE SENIOR SECONDARY YEARS**

**A collection of practical ideas for school leaders**





**A joint initiative of the**

**Office of Schools, NSW Department of Education and Training**

**and the NSW Secondary Principals’ Council**

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**FOREWORD**

This booklet is a joint initiative of the Office of Schools, NSW Department of Education and Training and the New South Wales Secondary Principals’ Council.

The focus on retention as a major priority in the State Plan led to a series of discussions about how the Office of Schools and the NSW Secondary Principals’ Council could work together to develop support materials for schools interested in further improving student engagement and retention.

This resulted in the collection of information about retention strategies and initiatives from a range of schools across the state. This information helped identify a number of key principles appearing to influence effective student engagement and retention strategies currently operating in schools. It also led to the compilation of numerous practical ideas which schools could consider when evaluating and refining their current strategies and targeted programs.

Our sincere thanks go to the schools that contributed ideas to this project. These schools are acknowledged at the back of this booklet. Their work provides an excellent insight into the level of innovation, dedication and hard work that characterises our public schools across the State in their pursuit of quality outcomes for all our students.

Trevor Fletcher Jim McAlpine

Deputy Director-General, Schools President

NSW Secondary Principals’ Council

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**SUPPORTING SUCCESSFUL STUDENT ENGAGEMENT AND RETENTION IN THE SENIOR SECONDARY YEARS**

**1. INTRODUCTION**

**Why focus on student engagement and retention?**

Increased student retention through the secondary years of schooling has been a focus of state and federal governments for many years.

Within New South Wales our public schools have consistently sought to maintain and improve the engagement of students in ongoing education and training. This has been achieved with the help and support of parents, regions and state office, TAFE NSW, other Government departments and agencies, business and industry and our local communities.

In July 2006 the Minister for Education and Training released the Department’s 15-19 Strategy: *Our 15 to 19 Year Olds – Opportunities and Choice*[[1]](#footnote-1). In this strategy there is a clear commitment to increasing retention rates and engagement of 15-19 year olds in education and training.

In particular, the strategy recognises the importance of full engagement in education, training or skilled employment as a means of ensuring that our 15-19 year olds are well equipped to make meaningful life choices, have a secure economic future and become active participants in their communities.

In November 2006 the NSW State Government released the *State Plan*[[2]](#footnote-2) which sets out the goals that the community wants the NSW Government to work towards, the priorities for Government action over the next ten years and the specific targets that all agencies, including the Department, will need to achieve.

One major goal of the *State Plan* is that ‘Students Fulfil Their Potential’. It is within this goal that we find Priority S5 and our target for improved retention:

|  |  |
| --- | --- |
| ***Priority S5***  *More students complete Year 12 or recognised vocational training* | ***Target***  *Increase the proportion of students completing Year 12 or recognised vocational training from 82.5% to 90% by 2016* |

The reason for this critical focus on retention is best expressed in the State Plan itself:

“*In an increasingly high-skill workforce, completing Year 10 is no longer a sufficient ambition for young people. Students who do not complete Year 12 or an equivalent vocational qualification, such as an apprenticeship, are now more likely to experience restricted work and limited further educational opportunities over their lifetime. They are also more likely to experience periods of unemployment.*

*Research shows that increasing completion of schooling raises the level of economic growth, reduces poverty and can improve health and crime outcomes.*

*However, it is not sufficient to just keep young people at school. Students need to be provided with a sufficient range of options and pathways, including vocational education, to ensure they are obtaining meaningful skills before they move on to further education or into the workforce. It is important that the skills they are taught help them succeed in further learning or at work and that young people are able to make a smooth transition from school to work or further study*.”[[3]](#footnote-3)

**What factors affect retention?**

August 2004 saw the release of a highly significant report into student retention in Australia. This report, entitled *Staying on at School: Improving student retention in Australia*[[4]](#footnote-4) was undertaken to identify the main drivers of current trends in retention rates across the States and Territories and to develop a set of models to predict differences in patterns of retention.

One of the main contributions of this report is its development of a conceptual model of completion and early leaving as these apply to individual students. The model identifies a host of factors affecting student retention. It also identifies four important dimensions within this issue:

(a) *The characteristics or attributes of each individual student*, e.g. their gender, socio-economic status, ethnicity, race or indigenous status, health, disabilities, abilities, self esteem, personal life etc.

(b) *The context in which the individual student is operating*, i.e. all those factors that actively and continuously operate to shape and modify each individual student’s characteristics and their dispositions towards engagement in school, academic study, academic achievement, work, school completion and early leaving.

The first and more immediate group of factors involve a range of characteristics and influences relating to the student’s family, school, peers and community. At a second and more distant level are the effects of various demographic, economic, social and educational characteristics and structures at the state level, plus the effects of state and national policy on the economy and on education and training.

(c) *The disposition of each student towards school completion or early leaving*, i.e. the individual student’s attitudes and outlook as a result of their experiences of success and achievement. The study found that four of the best indicators of a student’s disposition were:

* the extent of their engagement in school per se – attendance, truancy, participation in activities, behaviour etc
* their engagement in individual courses of study – preparation, application, homework
* their aspirations and plans in relation to further education, training and work
* the level of progress and achievement that the student exhibited.

(d) *The outcome or product of the process*, which is either completion of the final year of school or early leaving.

The report strongly emphasises the impact of successful learning on student retention and highlights the fact that a disproportionate number of early leavers are drawn from the ranks of low achievers. It also specifically indicates that failure to establish meaning in the curriculum or to build satisfactory teaching relationships reduces the possibility of successful learning, and that successful learning is the most important intrinsic motive for staying on at school.

The report also identifies a number of key areas for action at both the school and system level. These include:

* creation of a positive culture of learning and achievement in schools
* delivery of quality learning experiences and challenging, engaging learning programs in schools
* ongoing monitoring of student progress
* early intervention
* quality parent participation, communication and reporting
* provision of student health, welfare and other support services at the point of delivery
* building of strong alternative pathways
* monitoring of transition outcomes
* return to study and re-entry programs
* improved careers education and guidance.[[5]](#footnote-5)

**The role of the school in long term student engagement and retention**

In the following pages the conceptual model developed in *Staying on at School: Improving student retention in Australia* has been adapted to specifically help identify and focus on the key factors and target areas that schools need to consider in any response designed to increase student engagement, participation and retention at the local level.

At the school level, the factors interact and play themselves out as shown in the diagram overleaf. An explanation of this diagram is as follows:

**The role of the school in long term student engagement and retention**

(a) *The personal context of each student*

*Ability to*

*influence over time*

*Ability to significantly influence over time*

*Ability to significantly influence all of the time*

*Ability to significantly influence all of the time*

*Ability to significantly influence all of the time*

*END RESULT*

*POSSIBLE EFFECTS*

*ACTION AT THE SCHOOL AND SYSTEM LEVEL*

*INDICATORS OF ENGAGEMENT AND PARTICIPATION*

*ASPECTS OF ENGAGEMENT AND PARTICIPATION*

*PERSONAL CONTEXT OF EACH STUDENT*

*STUDENT DISPOSITIONS AND PRE-DISPOSITIONS*

*SCHOOL*

*CONTEXT AND CHARACTERISTICS*

School-community relationships

Resources, facilities, policies

Quality of relationships & leadership

Student welfare and support

Teaching and support staff

School type, size, location

and are reflected in such things as

School completion – TAFE or training – Getting a job – Leaving early

Positive impacts – Negative impacts – No impact at all

which can then lead to

that can result in

Actions at the school and system level to create positive change

which can be affected by

through such indicators as these

Plans to complete school, do further study, undertake training, get a job, career aspirations

Literacy/numeracy

proficiency,

academic grades, academic progress

Application,

class participation,

class preparation,

homework, task assessments

Attendance,

participation,

behaviour,

attitudes towards school/teachers

Future plans re: education and work

Academic

and school achievement

Engagement in courses of study

Engagement in school

Nature of student body

Curriculum offerings and pathways

Quality of teaching and learning

School climate and culture

School characteristics

which play themselves out at school

Dispositions and predispositions towards school and work

create

Personal life experiences

Positive/negative,

constructive/

destructive

State/national/

global context and policy

Demographic, economic, social, educational conditions etc

Local

context

Home and family, peers, local community

Individual student characteristics

Gender, SES, culture, language, religion, ability, disability etc

The personal context of each student comprises four elements: their individual characteristics (gender, SES, culture, language etc), local context (home, family, peers and local community), the state/national/global conditions in which they find themselves (demographic, economic, social etc), and the impact of their personal life experiences (positive or negative).

The school has an ability to influence a number of these factors over time, depending on the level of connectedness that it has with its community.

(b) *Student dispositions and predispositions*

These four elements of a student’s own personal situation combine to create both dispositions (attitudes about the current situation) and predispositions (attitudes towards future events).

The school can significantly influence these over the long term through the personalised, caring, engaging learning environment it builds around each student.

(c) *School context and characteristics*

These student dispositions and predispositions play themselves out at school, where a range of factors operate to influence individual students and determine their response to school engagement and participation.

While some characteristics of the school such as its location are fixed, there are other factors such as the nature and mix of the student body, characteristics and expertise of school staff and range of curriculum offerings that can change over time.

Of particular importance, however, are qualitative factors such as the school’s climate, culture of high expectations and achievement, quality of teaching, quality of relationships and leadership, quality of student welfare and student support, and quality of school-community relationships. School leaders can significantly influence many of these factors through specific, targeted effort and actions.

(d) *Aspects of engagement and participation*

Each individual student’s response to school and schooling will be reflected in such things as their level of engagement in school *per se*, their engagement in individual courses of study, their level of success and achievement in their studies and in school in general, and their plans, intentions and aspirations concerning school, training and work.

(e) *Indicators of engagement and participation*

The possible indicators of these four aspects of engagement and participation will vary from student to student, but some of the main ones are shown in the diagram on page 10.

While it could be envisaged that specific targeting of these particular indicators would make a significant difference to a student’s engagement in schooling, it is important to remember that targeting of these things alone is not enough. They are simply indicators of a deeper set of underlying dispositions, predispositions and issues.

It is essential that school leaders look beyond these indicators to the broader picture within the school, and in particular to those qualitative factors referred to in (c), as it is these factors that together will deliver a highly successful, supportive and engaging learning environment for each individual student.

(f) *Actions at the school and system level*

Actions at the school level will result in either positive impacts, negative impacts or no impact on each student’s dispositions and predispositions about school and work. In turn, this will result in a student choosing to complete school, move into TAFE or some other training opportunity, gain employment or leave school early with no further training or employment plans.

In summary, the school has the ability to take deliberate action that increases student engagement and achievement, improves the chance of completion of school or further education and training and creates positive change in the dispositions and predispositions of students towards school and work.

These actions can focus on the individual indicators of student engagement and achievement, broad aspects of the school including its curriculum, but most importantly on the qualitative aspects of school life that provide personalised, quality education and the incentive for student engagement, success and retention.

**Apparent vs. ‘staying on’ retention rates**

It is important in any discussion or analysis of student retention to distinguish between apparent retention rates and ‘staying on’ retention rates for any particular school. ‘Staying on’ retention rates are also often referred to as ‘real retention rates’.

*Apparent retention rates* compare the total number of students enrolled in a cohort at one particular time with the total number of students enrolled in that same cohort at another time. An example of this would be the total number of students enrolled in Year 12 compared to the total number of students enrolled in Year 10 two years earlier, but it could also apply to Year 12 compared to Year 7, or Year 10 compared to Year 7, or any year group compared to any other year group.

While at first glance this *appears* to be an accurate measure of the school’s ability to retain students, it ignores the fact that the total number of students in any cohort is affected by both students who leave and new students who enrol. As a result, apparent retention rates essentially indicate the extent to which the school has not only retained existing students and but also attracted new students to enrol in the cohort.

*‘Staying on’ rates*, however,target more specifically the success of the school in retaining its existing students. The ‘staying on’ rate compares the number of students enrolled in a cohort at one particular time with the number of those same students who are still enrolled at that same school at a later time. An example of this would be the percentage of students who are enrolled at the end of Year 10 who stay on and complete Year 12 at that same school two years later. ‘Staying on’ rates can only ever be equal to or less than the apparent retention rate for that same cohort.

In all official measurement of retention rates in schools, the Australian Bureau of Statistics (ABS) uses apparent retention rates, which is the measure that has been adopted at the national level. It is therefore the measure that the NSW Department of Education and Training is obliged to report against. It is anticipated that the introduction of the Student Registration Number in 2008 will, over time, provide NSW with a highly effective and more descriptive measurement of retention rates in schools. The Department and the NSW Secondary Principals’ Council agree that we need to develop and articulate a more sophisticated approach that takes us beyond the limitations of apparent retention and allows us to better report the whole story of student success.

**2. IDEAS FOR IMPROVING STUDENT RETENTION IN SCHOOLS**

**Ten key principles for schools**

1. *Aim high*

* Develop and insist on a strong culture of high expectations and high achievement for all students in Years 7-12 – both from students and staff
* Create in each student a culture of ongoing commitment, engagement and positive behaviour which ensures success for everyone
* Focus on parents to create high expectations of completion of Year 12 or an equivalent vocational qualification for every student

2. *Plan ahead*

* Ensure that student engagement and retention is a priority in the school plan and a responsibility of all staff
* Make sure your school’s retention strategy is carefully planned and implemented with the support of parents and all other relevant stakeholders

3. *Make it a package deal*

* One single initiative by itself is not enough – your overall strategy should comprise a suite of targeted initiatives that are developed and delivered as one comprehensive package
* The package needs to be evaluated each year, with the help of comprehensive data collection and analysis, to ensure that what is being offered moves with the times and meets the needs of a changing student population

4. *Start early and build strong foundations*

* Recognise the critical role that primary schools play in achieving positive engagement, achievement and success early in a child’s educational experiences
* Use the junior years of secondary school as a solid and highly effective platform on which to build a strong sense of achievement and student success for the senior years. You cannot expect students to be keen to stay on if they haven’t experienced success in primary school and in Years 7-10
* Make the Quality Teaching Framework a priority across the whole school to ensure highly effective teaching and learning Years 7-12
* Provide a strong literacy and numeracy emphasis across the curriculum, Years 7-12

5. *Offer choice and flexibility*

* Provide a broad, flexible subject choice in Years 11-12 that reflects student demand – include both UAI and non-UAI programs of study plus personalised Pathways options
* Look to the provision of VET, particularly within the Stage 6 curriculum
* Ensure appropriate subject selection by students in the first place, based on extensive information, advice and support for students in making choices about their future
* Use technology to expand subject options and engage students as learners
* Look to broaden curriculum choices for students with partner schools as part of the Learning Communities agenda

6. *Provide personal attention*

* Ensure a whole-school focus on personalising education and individualising programs to meet students’ needs and interests – teachers need to know their students
* Focus on each and every student
* Ensure extensive tracking and data analysis in relation to each student and their learning
* Have in place a strong learning support team and student welfare team, and implement strong student support programs, in particular for students at risk and students with special needs

7. *Get them to school – and keep them there*

* + Ensure extensive close monitoring and follow up of student attendance and student attendance problems, Years 7-12, for no matter what else you do, you cannot influence students if they’re not at school
* Develop a wide range of exciting extra-curricula programs that capture student interest, e.g. sport, public speaking, creative and performing arts, computer-related clubs and activities, excursions, community service, student exchanges, overseas visits
* Provide a range of student leadership development opportunities in which all students can participate and grow, e.g. peer support, Student Representative Council, sports coaching, mentors, buddies

8. *Develop and support your staff*

* Develop a positive staff culture that places students, student learning and achievement and ongoing student participation in education and training as their first priority
* Encourage and support your staff as they work closely with students and parents
* Provide extensive, targeted professional learning to build each teacher’s subject knowledge and their capacity to deliver quality teaching in the classroom
* Encourage staff with good Higher School Certificate results and experience to share their insights, knowledge and teaching expertise across the school

9. *Make connections*

* Build strong relationships and partnerships with parents through regular communication and reporting to parents, direct consultation and involvement in their child’s education, and participation in school events and parent activities – develop in parents a strong sense of belonging
* Look at providing wider choice and more effective real-world learning experiences through connections beyond the school, e.g. partner schools, other schools, distance education, TAFE, business and industry and local community organisations

10. *Keep your eye on the ball*

* Maintain your focus and effort on student engagement and student outcomes – avoid distractions from the main game
* Gather and analyse data about student post-school destinations, student attitudes to school, external factors affecting student decisions to stay on or leave school and the effectiveness of current retention strategies. Use these as a basis for future planning, decision making and action in Years 7-12
* Be proactive in engaging with student voice
* Pay attention to detail – it’s all those little things that when put together and done well will make the difference between success and failure.

**Some important strategies for Years 7-10**

* Excellent links with partner primary schools within your local learning community
* A highly effective primary-secondary transition program covering both academic and social/personal needs of students
* Individual attention in Year 7 – analysis of data and information from partner primary schools, testing, targeted intervention, parent consultation
* High expectations of performance and achievement by students in Years 7-9
* A deliberate focus on parents to raise their expectations and their understanding of the importance of completion of Year 12 or an equivalent vocational qualification for every student
* High expectations by teachers that students will progress into and complete the senior years – this includes making sure that staff never discourage students from proceeding into Year 11, and that school executive and staff do not accept negative comments from other staff that particular students have no future at school
* Development in students of a strong sense of pride and identification with their school – students need a strong sense of belonging
* Development in teachers of a personal approach to students and a focus on the importance of relationships – knowing each student both in terms of their academic strengths and weaknesses and their personal interests, abilities and home background
* Making the Quality Teaching Framework a priority across the whole school to ensure highly effective teaching and learning
* Provision of a strong literacy and numeracy emphasis across the curriculum, Years 7-12
* Provision of a broad, challenging curriculum in Stage 5 that is student-generated and which prepares students for, and supports, student subject choice in Stage 6
* VET in Stage 5
* Life Skills in Stage 5
* A strong student welfare team and strong pastoral care programs operating across the school, in particular for students at risk
* Learning support programs and personalised learning plans for students with special needs, including students at risk
* Early, targeted intervention where necessary
* Close attention and follow up to student attendance and fractional truancy
* Development of student understanding and commitment to the importance of obtaining formal qualifications at school
* Goal setting, study skills days, student learning days and careers education days in Stage 4 and Stage 5
* After-school homework centre staffed one or two days per week
* Strong careers program and effective careers advice and counselling to Stage 5 students through the careers adviser, ‘careers team’ or whole-staff approaches
* Flexible approaches to work experience
* Development of a school specialisation that attracts and holds student attention, e.g. performing arts, creative arts, sport
* Wide-spread recognition of student achievement and leadership through school newsletters and the local newspaper, including extensive use of student pictures to convey the school’s positive culture
* An extensive program for developing student leadership and initiative in all students.

**Some specific strategies used in Year 10**

* Parent and student meetings or forums providing extensive information concerning subject options and pathways prior to subject selection
* Student demand-driven course offerings and timetable involving extensive consultation with students and parents
* Individual meetings with students and parents to discuss curriculum choices and possible future academic and vocational pathways
* Intensive subject counselling of students, particularly in relation to English and Mathematics – advise, advise, advise
* Individual student interviews (one-on-one or by a panel of teachers) as a follow up to student/parent meetings, to ensure students have made the right choices
* Re-assess student subject choices after School Certificate results are known
* Transition support programs for targeted students at risk who are entering Year 11, TAFE or employment
* Year 10 end-of-year program targeting students needs and interests, including preparation for Stage 6, taster classes in Year 11 subjects and work experience

**Some specific strategies used in Years 11-12 at the whole-school level**

* Access to Pathways to provide flexible, personalised programs of study – UAI and non-UAI programs, reduced number of units of study each year
* Access to Distance Education, Saturday School of Community Languages and TAFE to increase subject options
* Multiple site delivery of courses across schools and TAFE through connected classrooms, teleconferencing, video conferencing, face to face tutorials and online learning
* Provision of an expanded range of SVET courses through a cluster-sharing arrangement with neighbouring high schools, shared staff expertise, shared facilities
* Strong TVET course provision through access to local TAFE colleges
* Part-time school-based traineeships
* School-based apprenticeships
* Flexibility in subject lines and timetabling that provides one day each week for work placement, work experience or part-time work
* Effective programs in Stage 6 Life Skills
* Targeted classes for students with special needs, e.g. ESL students
* Provision for acceleration of students
* Extension programs and higher achiever programs, including enrichment programs with universities
* Specific programs targeting the needs of Aboriginal students, including personalised learning plans, mentoring and in-class tuition
* Highly effective School to Work programs and transition programs, including service learning, volunteer programs in the local community and individual transition plans for senior students
* Senior learning centre that provides senior students with access to a member of staff during all non face-to-face periods
* Senior homework centre for use after school, including provision for catch-up or completion of alternative tasks by students who have failed to submit assessment tasks
* Establishment of a school-based tutoring service that provides senior students with access to high-achieving past students or university students as tutors
* School-developed Board-endorsed Mathematics course in Years 11-12
* Study skills days, student learning days, thinking skills days, careers activities, guest speakers as role models
* Student advisers and roll call teachers working with Year 11 and Year 12 on time management, study skills, essay writing skills etc, perhaps several mornings each week
* Class and year group meetings of students to hand out reports and discuss student engagement and achievement
* Creation of a senior school culture that recognises a more adult learning environment, including an exclusive senior study area and greater freedom of student movement
* Provision of a separate senior student uniform or dress code that brings with it a sense of status – including allowing Year 10 students to wear the senior uniform in Term 4
* Provision of a senior student scholarship program funded by local businesses and service organisations to financially support students in their senior years – targeting academic performance, leadership, sport, school commitment
* Implementation of *Mind Matters* to target student mental health issues
* Effective monitoring and consistent follow up of senior student attendance, including finger scanning or swipe/ID cards and an SMS system for communication with parents
* Provision of special programs to identify and support students at risk
* Maintenance of a strong student voice in the senior years through opportunities for student leadership and student participation in decision making
* Implementation of a wide ranging senior student recognition and awards program to maintain student self esteem and momentum from the junior years – very often overlooked in the senior years
* Provision of a before-school and/or after-school sports/fitness program to encourage physical activity and provide a structured outlet for student energy

**Some specific strategies used in Years 11-12 at a personal level**

* Focus on relationships as a critical element in establishing and maintaining student engagement and commitment
* Senior student mentor program
* Business mentors
* Support programs and individual monitoring for those students who return to school in Year 11 but who are in danger of failing requirements
* Provision of targeted early intervention, parent conferences, effective support and counselling
* Individual packaging of subjects for students at risk
* Twice a term monitoring of N award warning letters, followed up by interviews, additional support and further monitoring of student progress and engagement
* Individual student reviews each term
* Electronic tracking of students, including students who may be at risk of disengaging or early school leaving
* Individual education plans for students, particularly those with specific learning needs
* Use of Centrelink youth allowance advisers to improve attendance and engagement at school
* Extensive school support in arranging students’ post school destinations
* Year 11 camp to develop students’ knowledge and skills, provide targeted student support and build group cohesion and identity

**3. SNAPSHOTS OF INITIATIVES CURRENTLY OPERATING IN SCHOOLS**

The following snapshots of various initiatives currently operating in our schools are representative of the wide array of quality programs that schools currently implement to improve student engagement and retention. Due to time constraints associated with the project, please accept our apologies if we have not been able to acknowledge and include an excellent program operating in your school.

Please note that if you are interested in any of the following programs, direct contact with the school is encouraged.

**Subject selection – Beyond Year 10**

Chester Hill High School has developed a program called *Beyond Year 10*. This program has been devised to help students make informed decisions in relation to choosing appropriate senior pathways and to ensure a greater chance of success in the senior years of high school.

The program uses small group counselling sessions leading up to a Year 10 student/parent evening – ‘Decision Time’ – when students, in consultation with parents and teachers, make decisions about their future senior school patterns of study.

The small group counselling sessions involve approximately 4-5 hours over a one month period and include self analysis, goal setting, post Higher School Certificate destinations, TAFE and University, options after leaving school, future planning, UAI versus non-UAI, Higher School Certificate rules and regulations, subject selection.

During the Year 10 student/parent evening, all faculties set up displays and are available to explain subject availability and applicability for each student, prior to the students making decisions about Year 11.

**Subject selection in a multi-campus college**

Denison College of Secondary Education comprises two Year 7-12 campuses, Kelso High and Bathurst High, with a shared senior curriculum. The college offers over 90 courses for study in the senior years and works in association with Western Institute – TAFE NSW which offers 30 TAFE delivered courses in Stage 6.

There is a very strong and highly personalised transition program, *Future Directions,* for students moving from Year 10 into Year 11. It has been highly successful and has the following key features:

* + The *Senior Study Guide* provides details of the courses offered on all campuses, including TAFE NSW, while the *Career Planning Guide* describes future pathways to careers and tertiary study. Both guides are published commercially and made widely available in the Bathurst community.
  + All students wishing to study at Denison College are asked to submit an application form which includes questions on their proposed subject choices, their career goals as well as their current attitude to study and progress in Year 10.
  + All students attend the *Future Directions Evening* conducted at Charles Sturt University. Students and parents are given a formal overview of the college structure in Stage 6 and then gain further advice at the faculty booths staffed by both campuses. TAFE NSW, Charles Sturt University and Central West Group Apprentices also have booths at the event.
  + One week later all applicants, accompanied by their parents, attend an interview with college staff to discuss in detail their career aspirations and subject selection.
  + Once the timetable lines are established some students may need further interviews to resolve any subject choice problems, and then all students receive confirmation of their course placements.
  + Tours of the campuses are also conducted for new enrolments as well as for key community businesses.

**Online subject selection**

Kingsgrove High School has developed an innovative subject selection process using the internet to provide students with a large amount of information to guide them through this often complex and challenging time of choice.

Parents and students attend a session at school during which there is a very thorough exploration of the website and extensive discussion of a range of Higher School Certificate issues. This is then followed up by students being taken through the program at school in small groups of up to 18 over a two hour period. This allows them to explore the program in detail and gain increased knowledge and understanding of the Higher School Certificate, subject selection and the online program.

Students are expected to then follow up this introductory session at home with their parents and submit an Expression of Interest form which includes details of their goals for the next two years, reasons for their selection of specific subjects and an indication of what they will need to do over the next two years. This process is supported by intensive work with mentor teachers and the careers adviser.

The first trial of the project in 2006 was extremely successful and in 2007 the school launched the program on a website. Students and parents have made many positive comments in support of the process and information provided.

The website can be accessed at [www.subjectselectionprogram.com](http://www.subjectselectionprogram.com) through the user name ‘Demo’ and password ‘demo’. Using this log-in will allow you to see and use the program but not save the results. Students have their own log-ins and can save their results and rework them, revisit them and reflect on them over time. If you would like this facility please contact the school.

**Assessment schedules and N award monitoring procedures**

At Mitchell High School students from Years 7-12 are issued with an assessment schedule each year. These schedules are updated on the school website and outline all the assessment tasks for each subject for the year, their weighting and date due. All assessment tasks issued throughout the school are on the same proforma. The consistency of assessment task sheets, combined with the assessment schedules, help to keep students on task with assessment.

Students in Years 10, 11 and 12 who default on completing tasks or are not serious with their studies are issued with a Board of Studies ‘N’ warning letter. These students are entered onto a data base, the students are interviewed by the head teacher of that subject area and their parents are contacted.

During Weeks 5 and 7 of each term the deputy principals interview all students on the data base who have not redeemed themselves. This interview is extremely valuable in identifying issues and problems, patterns of underachievement and additional help required to support the student. A contract is developed with each student to complete what is needed to redeem the ‘N’ notification. Students who consistently do not attempt to complete the required work or are not serious with their studies are issued with a Department of Education and Training post compulsory warning letter and their parents are invited to the school for an interview.

The outcome of this close monitoring, combined with a school culture of transparent assessment practices and clear guidelines, has resulted in a significant reduction in the number of ‘N’ Determinations being made, while the number of students who leave school before gaining their Higher School Certificate has also declined.

**Focusing on attendance**

Miller Technology High School is in the development stage of a multi-strand approach to improving student retention rates. The school has implemented a number of programs that are reaching students who might have once become so disengaged that they ‘slipped through the cracks’.

A range of students across Years 7-10 have been assigned to the following programs: Behaviour Attendance Resilience (BAR) Mentoring, Youth Pathways, Links to Learning and ‘Rock and Water’. Some of these programs are coordinated by outside agencies who work with students on site. Others are run by teams of teachers within the school timetabling framework. In addition, a strongly supported Breakfast Club began in full this year. This has provided another reason for students to come to school and stay.

Since these initiatives have been in place their attendance, truancy, lateness and suspension data show significant improvement. Attendance has improved significantly on a daily average. Lateness has improved by 50%, truancies have dropped by 60% and suspensions have almost halved since Term 1.

e**2 expanded curriculum options**

e**2**is a curriculum collaboration of the five secondary schools of the Orange group – Blayney High, Canobolas High, Orange High, Molong Central and Anson Street SSP, in partnership with TAFE NSW. The collaboration aims at extending the curriculum of all schools whilst maintaining the individual identity of each school. The collaboration involves five main innovations:

* Video conference delivery – where students remain at their home school but receive lessons from the host school via video conference and smart board technology. The subjects being delivered in 2008 are Physics, Chemistry, Engineering Studies, Geography, Legal Studies, Japanese and Physics.
* Super Wednesday – where students travel to a host school and study the subject in one three hour block once each week. Super Wednesday subjects include Hospitality, Building and Construction, Primary Industries, Textiles, Software Design, Drama and Dance.
* Super Wednesday Extension – some of the schools are also running classes in a 90 minute block which has enabled students to travel to another school to study the extension subject. Currently the schools have sharing in both Extension 1 and Extension 2 English.
* Learning centres – these have been created in three schools to provide a structured learning environment modeled on best practice for students not involved with Super Wednesday classes.
* Increased TAFE offerings – the local TAFE has embraced the Super Wednesday model and expanded its offerings to encompass morning and afternoon sessions, providing further flexibility and choice.

e**2** has added 36 new subjects to the curriculum of the schools participating in the project. A total of 250 Year 11 students and 181 Year 12 students will participate in e**2** subjects in 2008.

**Traineeships for students in remote communities**

Menindee Central School is located in a remote Aboriginal community on the Darling River. The student population is 60% Aboriginal and benefits from a wide range of programs including the Priority Schools Program, Country Areas Program and the Schools in Partnership initiative. Notwithstanding these programs, the school found it difficult to retain senior students until the end of Year 12, with a retention rate of 11.1% in 2005 and 35.4% in 2006, but has now achieved 100% retention from Year 10 to Year 11 by organising a traineeship for each student as an incentive to remain at school.

Every student has a traineeship in an area that interests them such as business services, child care, retail, automotive and electro-technology. They complete their traineeship one or two days per week with the remaining time spent on completing their Higher School Certificate subjects at school. The school has also employed a full-time generalist/home room teacher to assist students with all of their Higher School Certificate subjects.

Students keep a journal documenting their experiences at their traineeship and receive Higher School Certificate credits for the program. The advantages are that students are paid for working, some traineeships are offered locally in Menindee and the program can provide a foundation for an apprenticeship. The traineeships teach students about the workplace and the real-world application of their studies. Students who travel into Broken Hill to complete their traineeship also gain a sense of independence.

The school has received positive feedback about the performance of their students whilst at their traineeships. They expect that all students will have employment options at the end of Year 12 and also hope that some of their students will gain entry to university and become teachers or lawyers. Their retention program has made this possible.

**Supporting school-based apprenticeships and traineeships**

Glendale Technology High School has increased the number of school-based apprenticeships and traineeships over the past 18 months to provide an alternative pathway for students into the senior school and to address attendance and retention problems.

A variety of strategies are used by the school to raise student interest in Years 9 and 10. These include:

* Industry Links – many of the school’s industry partners are involved in information nights and induction day and provide advice about the expectations of their various industries
* Career focus days – where students in Year 9 and Year 10 are shown videos about an industry in which they are interested. A representative from each industry is also available to answer questions from students
* Industry visits – Year 9 and Year 10 students visit an industry after expressing an interest in a particular career
* Indigenous students – are identified and supported through personalised learning programs
* Year 9 and Year 10 scholarships – provided by industry partners as an incentive for Year 9 students to apply for school-based apprenticeships and traineeships in Year 11
* Structured mentoring program for gifted and talented students – to improve students’ skills so that they will further their education and training
* Mentors – a school-based mentor provides support for the students who are trying to balance school, TAFE and the workplace.

**Colyton High School Trade School**

Trade Schools are a new initiative funded by the NSW Government to address the skills shortage across the state. Colyton High School Trade School is part of this initiative and offers the best possible support to students wishing to undertake a school-based apprenticeship/traineeship to accelerate their future career opportunities.

Colyton High School Trade School commenced operation in 2007 in the industry specialisation of construction. Students are provided with a training pathway in the context of both Higher School Certificate and TAFE accreditation. They are made aware of the various options available to them in this industry, including pathways in plumbing, electrical, tiling and bricklaying.

These opportunities were established through the development of a strong partnership with the Housing Industry Association (HIA), including builders sub-contracted by Delfin Lend Lease at the Ropes Crossing site and the Western Sydney Institute of TAFE NSW. A steering committee, including the aforementioned stakeholders and representatives from the Board of Studies and the Department of Education and Training, developed a program for construction students which leads to a Certificate III in Carpentry. This involves delivery by both the school and Nirimba College of TAFE NSW.

Students involved in school-based apprenticeships enjoy the advantages of being part of the senior Higher School Certificate cohort as well as successfully completing their industry training in paid employment. The students are supported by:

* a sympathetic timetable which accommodates student commitments to both work and TAFE studies
* contextualised subjects for the Higher School Certificate so that the curriculum is more relevant and engaging
* the development of discrete English and Mathematics classes for apprentices and trainees
* an in-school mentor (the Head Teacher Vocational Education) who works with the students on an individual basis and liaises with the employers, TAFE, parents and teachers.
* opportunities to be involved in extension activities related to the building industry, for example, as part of the HIA Youthbuild program, apprentices participated in a Home Show demonstration at Darling Harbour during Education Week.

For the 2008/9 Higher School Certificate, the school will deliver school-based apprenticeships in the industry areas of Construction, Beauty Therapy, Greenkeeping, Hairdressing, Hospitality and Metals and Engineering. Student interest in the opportunity to undertake a school-based apprenticeship has exceeded the school’s expectations.

*The Skills Centre*

Colyton High School Trade School was allocated funds for the development of a Skills Centre. The building is designed to establish an industry environment and will be regarded as a work centre rather than just a training facility. The building offers opportunities to skill students beyond that which is available through current classroom design and resources. The facility provides:

* sufficient space to practice the construction of large industry components such as bollards and roof trusses, as well as practice interior/exterior cladding and door and window hanging
* an area to develop skills in setting-out, formwork and concreting to industry standards
* opportunities to work in teams and to undertake different roles in the construction process
* involvement in the HIA industry-funded *Stepping Out Program*, where industry mentors support the students in the construction of small building projects.

*The BVET Pilot Program*

This pilot program is an initiative of the Board of Vocational Education and Training and the NSW Board of Studies. Colyton High School Trade School participated in this pilot project in 2007. The aim was to deliver the Year 11/12 Construction Framework course to Stage 5 students as an expansion of the VET in Schools Program and part of the Trade School concept.

Students in this course will progress into Year 11 doing the Year 12 Construction Framework course competencies. They will be able to sit for their Higher School Certificate in this subject at the end of Year 11. In Year 12, these students will have a number of options relating to enrichment through selected short courses, extension work or simply having the advantage of a reduced subject load in their final year of the Higher School Certificate.

The BVET program was evaluated by an external panel and the subsequent report indicated immense value in offering this opportunity to Year 10 students. The school has been granted permission by the Board of Studies to offer this accelerated construction course in 2008 and beyond as part of its permanent curriculum.

**‘Failsafe’ program**

Temora High School introduced a ‘Failsafe’ program for Year 11 and Year 12 students about ten years ago. It operates each Wednesday with Year 11 usually doing their three hours of Failsafe in the morning between 9.00am and 12.20pm, and Year 12 doing their three hours of Failsafe between 11.20am – 3.30pm. Failsafe permits at least three hours each week for students to plan their own school work. Some students also choose to participate in Failsafe for the whole day, as there are generally no timetabled lessons for Year 11 and Year 12 students on Wednesday each week.

The library acts as the base for the program and each student is required to complete a diary outlining the activities they will undertake during their three hour slot, and then to evaluate their progress at the conclusion of the session. It is assumed that students will work in the library unless written permission is given in advance by a teacher who is willing to accept duty of care for a student to work elsewhere, e.g. art rooms, drama room, music rooms, Science labs etc.

Teachers are allocated to Failsafe to do the administrative work (8 hours) as well as to assist students with any learning problems (12 hours). Students are issued with a Failsafe report as part of their half yearly and yearly reports. It is emphasised to them that Failsafe is an integral part of their curriculum. Students have the right to plan whatever work they wish to do during Failsafe, but they also have a responsibility to work quietly. Failsafe is in addition to after school homework and study, not a substitute for it.

**Senior Learning Centre**

Concord High School operates a Senior Learning Centre in what was previously an under-utilised area of the school containing an office and separate bathroom facilities. It is staffed by an experienced staff member with a demonstrated history of providing exceptional welfare and cross-curriculum support to senior students.  This staff member is located in the Senior Learning Centre throughout the day to support a seven line timetable where Year 11 and 12 students are off class either one or two lines during the day.

The design brief for the centre was to provide a place where senior students can access academic resources and computers, ask for help with assignments, read newspapers and magazines and get advice on a wide range of matters. By incrementally increasing facilities including coffee and tea making equipment, a flat panel television, and improvements in access to computer technology, senior students have developed a strong sense of ownership of the space.

The role of the teacher in this Senior Learning Centre is to provide a safe place where students can relax, have lunch and ask a teacher’s opinion; maintain a stimulating environment that is different to the normal classroom; operate an inquiries desk to assist students in a wide range of school and day-to-day life skills questions; maintain student access to current information such as Higher School Certificate past papers; provide advice on technology matters; support students undertaking studies provided by external agencies; and listen to students and provide a level of pastoral care.

**Staff advocates/mentors**

Plumpton High School is currently implementing a highly effective student guidance program through the use of staff advocates. The goal of the program is to promote personal development for students through self-realisation, self-enhancement and self-direction.

Teachers facilitate this process by operating as learning advocates, providing support and guidance to students as they navigate their way through their secondary schooling. They seek to have a thorough knowledge of each student’s interests, needs, abilities and aspirations and play a key role in monitoring student progress, attendance, course completion and wellbeing. They help students develop the skills and knowledge to set and monitor learning targets and to make decisions about their own learning. They refer students for expert support and guidance as required. They provide the key link to parents in relation to a student’s learning progress.

The program incorporates the following components:

* Routine, scheduled, one-to-one discussions for students with teacher advocates
* Individual student profiles providing specific background information and current information on performance and achievements
* Student skill development in areas directly related to their learning
* Broad-based student skill development in areas such as career-path planning, conflict resolution, public speaking and interview techniques
* Diagnostic testing and student self-reflection and evaluation
* Structures and activities to support the development of a positive school culture and a personal culture of success and achievement
* A clear, developmental program with a definite scope and sequence
* Planned professional learning for staff engaged in the program.

**Personalised career support for students**

Rooty Hill High School has successfully pioneered a student-focused career support model based on a highly structured and personalised approach. In essence a team of expert teachers conduct a series of interviews with each student in Years 9-12. These interviews are based on each student completing an electronic survey using Zoomerang software and more recently, the Department of Education and Training Career Pathways survey.

Once the surveys are completed, students are allocated to the person in the career support team who is best placed to conduct the interviews, direct them to appropriate career support and assist them with goal development and realisation. The staff member uses the survey, information held on the school’s learning database and their own knowledge of each student to personalise each student’s plan.

Parents are invited to attend interviews and many seek the opportunity to obtain additional advice on the support they can provide to their children. In addition, the surveys are analysed at an individual level and also collated so that groups of students with similar aspirations, interests and needs can be targeted. An example of this is where one group might attend the Sydney University open day or visit the police academy at Goulburn, while other groups will investigate TAFE or be directed to apprenticeship and traineeship options.

Fundamental to this strategy is the knowledge that students appreciate the expertise of their highly skilled teaching staff in helping them to structure their goals for senior school, plan their transition to employment or further training and provide feedback on their performance and aspirations.

The school also conducts similar surveys in Years 7 and 8 with a focus on transition to high school and success in studies and relationships.

**Youthlinks**

Duval High School, Armidale High School and Armidale TAFE NSW created the Youthlinks program to target students in Years 9 and 10 who were in danger of not completing the School Certificate. Initially the program targeted boys, but was then extended to a girls group due to the success of retaining boys to the School Certificate and into the Preliminary year.

Students are selected in Semester 2 of Year 9 and interviewed for their suitability for entry into the program. Students attend TAFE in Semester 2 one day per week, with the Year 10 students becoming mentors for the Year 9 students. The program entails a morning session where students build their communication, self confidence and work ready skills. In the afternoon session the students work towards certification in welding for the boys and information technology for the girls.

The program has succeeded in that all the students have gained their School Certificate, with over half returning to school for Year 11. The rest of the students have gained employment through apprenticeships or continued in TAFE courses.

**Get Real**

Dubbo College has introduced the Get Real Program (which stands for ‘Real Jobs, Real Life and Real Education’), based on the work of the Beacon Foundation.

Students in Year 10 are asked to sign a pledge undertaking to be in fulltime education, recognised training or employment in 12 months time. Local business, civic and educational leaders also sign the pledge undertaking to support these students achieve their goals. The school supports individual students with mentors and the school careers team works consistently with students to ensure they remain focused on achieving their goals. The Pledge board is displayed in the school hall for all students to see.

This program has high visibility in the local community and is supported by the city council and the local branch of the chamber of commerce. Data to date indicates that the school is able to track almost 100 % of students from Year 10 2006. While many students have not continued at school they are in either further education (TAFE), training programs or fulltime employment.

**Growing Opportunities and Learning Skills (GOALS)**

Lurnea High School has been involved in a Year 9 mentoring program called Growing Opportunities and Learning Skills (GOALS). GOALS was piloted with Year 9 students in 2005 and is an initiative of the Australian Business and Community Network. It matches students with a mentor from the business world, and they work together on a series of structured tasks, as well as attending a number of events together over the course of a year.

The outcomes for these students have been impressive, with higher levels of self-esteem and confidence evident. Retention has increased by 25% into Years 11-12. Most of the original pilot group are now in Year 12 and are some of the school’s highest achievers. The program continues to run successfully with groups of students from the school’s last two Year 9 cohorts involved.

**Gateways**

Bonnyrigg High School is one of several high schools in the Fairfield and Hoxton school education areas involved in the Gateways Program. This program is a highly successful initiative that is designed to broaden each participating student's view of their own vocational learning and available pathways for further education.

The program accesses training providers such as TAFE NSW and other external agencies to provide courses in areas such as Metal Engineering, Hair and Beauty, Hospitality and Spray Painting. These courses are tailored to give students a sample of what coursework is done when a person follows that career path. Accreditation is given to students who successfully complete these courses and this can be used to gain RPL credit should they wish to pursue that area in the future.

Each participating school has a selection process that identifies Stage 5 students who may have had difficulties in succeeding with the traditional school curriculum. These students are interviewed by the Gateways Team and allocated on a needs basis to a course within the program. Schools and area staff are also able to make referrals to the program for specific students. The Gateways Coordinators also assist many students at the completion of their course.

Bonnyrigg High School students who have completed the program have commented very favourably on it. The program aims to increase retention by linking vocational learning with normal schooling. Students who may not have completed or see the relevance of the School Certificate are able to experience education in a different setting while still retaining strong links to their normal schooling. They are also provided with mentoring at their home school in order to guide them to complete Stage 5 and set goals for completion of Stage 6 or for progression to employment.

**Law Firms Encouraging and Assisting Promising Students (LEAPS)**

Chester Hill High School is involved in the Law Firms Encouraging and Assisting Promising Students (LEAPS) Program, which targets Middle Years students considered to be at risk of not meeting their potential. The program aims to help students improve their focus, establish goals, develop communication skills and achieve improved outcomes at school and in life.

Students travel to various city law firm offices for mentoring and shadowing sessions throughout the year. Fifty-two students have been involved in the program over the two years it has been operating in the school and an analysis of data relating to the group indicates significant improvement in attendance and engagement.

The program successfully links each student mentee to a mentor, as a result of a matching process completed at the school. It ends each year with a graduation ceremony at the school attended by mentors, mentees and their parents. The mentees and mentors form quite strong bonds over the period of the program.

It has been a highly successful program with very positive outcomes for both the mentees and mentors.

**Developing student leadership**

Barrenjoey High School has an interesting approach to providing leadership opportunities to all students across the school. It has no limit on the number of students who can be on the Student Representative Council, with 140 student councillors at the present time.

Student councillors are appointed on merit and can apply at any time by completing an application form. In this application they are asked to outline their personal qualities and what they will do for the school. The Student Representative Council forms sub-groups and works in multi-age or year cohort teams to organise and support school and community events, raise funds for charities and implement school improvement projects.

In addition to the Student Representative Council there are senior student leaders. These include the school captains and vice captains, plus captains for sport, environment, dance, visual arts, music, drama and technology. These leaders are given a one day training course which has a strong focus on succession planning and developing their leadership plan. The senior leaders are responsible for organising and running the three day residential Student Representative Council camp. They also develop a positive social theme for the year and follow this through with weekly newsletter items, activities on assembly, school events and an award scheme to recognise positive behaviour by students which reflects their theme.

**Australian Business Week**

St Clair High School is one of many schools currently offering the Australian Business Week (ABW) program, which provides young people with the opportunity to learn about the business world by working with business men and women and educators from schools and universities.

Students in groups of ten take over an established computer-simulated company and assume the role of company executive and employees. In an experiential, hands-on decision-making process, they make all the decisions affecting the company’s performance in the marketplace, which is based on the Australian economy.

Students are challenged to run their company for a simulated two-year period in competition against other student companies. Each quarter they need to make up to 54 decisions to determine price, volume, marketing strategy, advertising, quality, production processes, staffing, funding, distribution etc.

In addition to this they are required to create a marketable product, mount a trade display, make a 30 second video commercial for this product, and write and deliver an oral presentation of a company report. A panel of business experts judges all of this, with the winning teams scoring points for their efforts.

At St Clair High School, senior students undertake the week-long program in October prior to taking up their studies for the Higher School Certificate. The Australian Business Week program is used as means of developing cooperative work skills and the key competencies important to the work environment. Students leave the school with a well developed sense of their role in the commercial world.

**UWS Fast Forward Program**

Punchbowl Boys High School has participated in the University of Western Sydney Fast Forward Program since the beginning of 2006. As part of the University’s community outreach program, the Fast Forward Program has played a significant role in the school’s dramatic retention rate increase over the past two years.

The program is essentially a university orientation program which targets potential university students from low SES schools who might not aspire to tertiary education due to lack of family role models, or who have no real familiarity with what is required to achieve this educational outcome. Its aim is to introduce the option of university education at an early stage so that students can actually experience some aspects of university life.

Over the past two years the school executive has chosen the twenty most academically able Year 10 students each year to participate in the program. These students carry on with the program in Years 11 and 12 to ensure they are continuously exposed to the prospect of tertiary options. The Fast Forward program contains the following elements:

* + an award ceremony and induction program in Term 1, where students receive an official certificate and complimentary dictionary and listen to talks from the university’s academic staff
  + UWS Assist, where University of Western Sydney counsellors work with each group of students to identify their career interests and the university requirements for these. These sessions also include information on such topics as working and studying part time, managing finances, study skills and planning a career.
  + Year 10 UWS Student for a Day, where Year 10 students spend a day at the university with a campus tour, lecture, information sessions about university entrance and a meeting with UWS student mentors.

**4. SCHOOLS INVOLVED IN THE PROJECT**

Our sincere thanks go to the principals and staff of the following schools who contributed information and ideas to this project:

Bankstown Girls High School

Barrenjoey High School

Birrong Girls High School

Bonnyrigg High School

Burwood Girls High School

Canley Vale High School

Casula High School

Chester Hill High School

Colyton High School Trade School

Concord High School

Crestwood High School

Denison College, Bathurst

Dubbo College Senior Campus

Dubbo School of Distance Education

Duval High School

Figtree High School

Glendale Technology High School

Gilgandra High School

Kingsgrove High School

Inverell High School

Liverpool Girls High School

Lurnea High School

Marrickville High School

Menindee Central School

Miller Technology High School

Mitchell High School

Model Farms High School

Molong Central School

Plumpton High School

Punchbowl Boys High School

ighRiverside Girls High School

Rooty Hill High School

St Clair High School

Sydney Distance Education High School

Temora High School

Warilla High School

Wellington High School

Winmalee High School

1. NSW Department of Education and Training, *Our 15-19 Year Olds – Opportunities and Choice, An Education and Training Strategy for 15-19 Year Olds in NSW 2006-2009*, July 2006. [↑](#footnote-ref-1)
2. NSW Government, *State Plan*, November 2006. [↑](#footnote-ref-2)
3. Ibid, page 54. [↑](#footnote-ref-3)
4. Lamb S., Walstab A., Teese R., Vickers M. and Rumberger R., *Staying on at school: Improving student retention in Australia*, Report for the Queensland Department of Education and the Arts, Centre for Postcompulsory Education and Lifelong Learning, University of Melbourne, August 2004. [↑](#footnote-ref-4)
5. Ibid, pages 153-155. [↑](#footnote-ref-5)